

**BOARD OF TRUSTEES
UNIVERSITY OF THE DISTRICT OF COLUMBIA
UDC Resolution No. 2016-**

SUBJECT: Approval of the Bachelor of Arts (BA) in Digital Media Degree Program in the College of Arts and Sciences (CAS)

WHEREAS, pursuant to D.C. Official Code § 38-1202.06(3), the Board of Trustees is authorized to establish or approve policies and procedures governing admissions, curricula, programs, graduation, the awarding of degrees, and general policy for the components of the University; and

WHEREAS, pursuant to DCMR § 08-B308.1, new associate, baccalaureate, and graduate degree programs may be added to the University curricula upon recommendation by the Academic Senate and the President and after approval by the Board; and

WHEREAS, the College of Arts and Sciences terminated the Bachelor of Arts program in Mass Media (with concentrations in Journalism and Television Production) with the specific intent of developing a new state-of-the-art baccalaureate program which prepares students for entry-level jobs and graduate study in media, communications and public relations and equipped with the knowledge and skills required to create, edit, translate and disseminate information through a variety of different platforms, the goal of the new program is to prepare students to adapt to and navigate the ever-changing, global multi-media environment, which requires that they become responsible and critical communicators and life-long learners; and

WHEREAS, the proposed undergraduate program is designed to provide students broad exposure to the history, role and impact of media in contemporary society and the techniques and disciplines of the Digital Media field, the program's use of practical hands-on training, rigorous classroom scholarship and project-based learning across multiple synchronized courses in the curriculum enables students to develop the linguistic, technical, artistic and creative skills, as well as the professionalism and ethical clarity required to become responsible producers of the written, aural and visual images used in video productions, Web content creations and other media technologies; to accomplish this, the program requires each student to complete core requirements and two concentrations (Multi-media Journalism, Broadcast Journalism, Graphic Journalism, Digital Video Production or Film and Documentary) allowing for the skill flexibility industry requires; the new program will also offer post-baccalaureate certificates (in Multimedia Journalism, Digital Video and Film Production and Public Relations), accelerated limited residence seminars, and minors designed to serve international students, career-changers and professionals in the field; program offerings will be broader yet integrated and flexible to allow students to create a program that fits their unique needs;

WHEREAS, community and public service is emphasized in all courses in the new Digital Media curriculum, the program will create a Center for Urban Media that will focus on issues such as media literacy, access and development of media participation by under-represented populations locally,

nationally and internationally, to address the Digital Divide and Media Participation gaps; through the Center program, faculty and students will establish media companies, non-profit groups and other community organizations to conduct research and coordinate educational and outreach and advocacy with the goal of providing all citizens, especially members of marginalized groups, the technological knowledge and skills needed to utilize optimally 21st century media; and

WHEREAS, the Administration proposes to establish a Bachelor of Arts degree in Digital Media based in the College of Arts and Sciences, and the proposed program has been approved by all required levels of faculty and administration;

NOW THEREFORE, BE IT RESOLVED that the University of the District of Columbia is hereby authorized to implement the BA in Digital Media Degree Program in accordance with the attached proposal, *provided that* the funds required to implement the program shall not be obligated until they have been identified and reprogrammed within existing University resources.

Submitted by Academic and Student Affairs Committee

July 12, 2016

Approved by the Board of Trustees

July 26, 2016

Elaine A. Crider
Chairperson of the Board



FISCAL IMPACT STATEMENT

TO: The Board of Trustees
FROM: Managing Director of Finance *David L. Franklin*
DATE: July 12, 2016
SUBJECT: Bachelor of Arts Program in Digital Media Proposal

Conclusion

It is concluded that there is sufficient funding to support the implementation of the Bachelor of Arts Program in Digital Media in the College of Arts and Sciences.

Background

Pursuant to D.C. Code § 38-1202.06 (3), the Board of Trustees has the authority to approve establish or approve policies and procedures governing admissions, curricula, programs, graduation, the awarding of degrees, and general policy for the components of the University.

The University's former program in Mass Media was one of the most popular majors for both incoming freshmen and transfer students. Prior to its termination in the spring of 2014, the program enrolled 92 majors in 2012 and 90 majors in 2013. In a 2008 review of all academic programs the BA in Mass Media was shown to have high internal demand (an enrollment of over 80 majors) and moderate productivity (9-15 graduates annually) and high external demand (at least 1.6% growth with over 100 new jobs annually locally, and a designation of being among the regions 50 high demand occupations.

More recent data from the US department of Labor Bureau of Labor Statistics indicates that between 2014 and 2024, the demand for media and communications specialists will grow by 4%. Data projections for job growth of media/communication positions in Washington DC and the metropolitan region are even stronger.

Financial Impact

The proposed new academic program will be supported by existing faculty resources within the College of Arts and Sciences. The Non personal services (NPS) needs of the program revolve around technology – hardware and software/site licensing. The program had a recent refresh of television equipment in the student studio. The refresh was funded by DC Cable donations, UDC TV and CAS purchases (approx. \$50,000). Title III technology dollars are being used to

refresh the student journalism/digital media lab. The Mac computers will be completely refreshed. Updated software/site licensing costs for Adobe will total \$13,000.00.

There are infrastructure concerns that impact the functionality of the student labs. Namely the server crashes repeatedly, and a new server system needs to be identified and a firm cost detailed. A cloud based server system has been identified. While it has not been determined if the infrastructure improvement will be funded by the students and or the University, the Chief Academic Officer has agreed to absorb the cost in the CAO budget.

This request has been approved based on the information provided. There are no anticipated risks at this time.

New Programs, Program Changes, Program Deletion UNIVERSITY OF THE DISTRICT OF COLUMBIA FACULTY SENATE CURRICULUM PROPOSAL GUIDELINES: Program OFFERINGS

The initiator (individual or academic unit) shall provide the following information:

1. The type of review requested

- C. New program(s) — Bachelor of Arts (BA) in Digital Media [33 credit hours]
 - i. Concentration in Multimedia Journalism [18 credit hours]
 - ii. Concentration in Broadcast Journalism [18 credit hours]
 - iii. Concentration in Graphic Journalism [18 credit hours]
 - iv. Concentration in Digital Video Production [18 credit hours]
 - v. Concentration in Film & Documentary [18 credit hours]
 - vi. Minor in Public Relations [18 credit hours]
 - vii. Minor in Professional & Managerial Communication [18 credit hours]
 - viii. Certificate in Multimedia Journalism [15 credit hours]
 - ix. Certificate in Digital Video & Film Production [15 credit hours]
 - x. Certificate in Public Relations [15 credit hours]

The mission of the new Digital Media baccalaureate program is to provide an evolving, state-of-the-art education in New Media, Communication, and Digital Production, to create high-quality research and productions, and to engage in community outreach. Due to its location and reputation, UDC is poised to attract a significant percentage of the regional population seeking a high quality, low-cost education in these in-demand fields as well as an increasing number of international students.

Our vision emphasizes clarity in both process and message. Our program provides students with a high-quality education in the techniques and disciplines of digital media, public relations, and professional Communication. We prepare our students to become lifelong learners, and responsible and critical communicators, who are able to adapt and navigate in the ever-changing, global multi-media environment. *Our program is intense, but we must run while others walk.*

The new Digital Media programs will focus on a combination of practical hands-on training and rigorous classroom scholarship, and project-based learning across multiple synchronized courses in the curriculum. The program's goal is to prepare students for entry-level employment and/or graduate study. The creation of content, and distribution across multiple platforms is critical for student success and they will be given continuous opportunities to build and evolve their skills while adding to their individual and group student electronic portfolios.

Students will be grounded in history and media literacy allowing them to understand how they construct their self-image and group identities through media consumption. As students become more aware they will move from being consumers to 'pro-sumers' using remix technologies and guided class projects. Students build skills and understanding and move into internship opportunities, and end their studies as digital media professionals.

The new Digital Media program will be intrinsically aligned with the land grant functions of the nation's only urban land grant institution—the University of the District of Columbia. The program is designed to expose, explore and solve the urban problems of the city via digital media, news gathering, reporting and editing, video and film production, post-production, strategic Communication management, event planning and online, on-air and print distribution of web 2.0 content.

Community and public service is emphasized in all new proposed courses through relevant curricula and readings, real-world projects, individual engagement, external internships, and tracking into employment and

beyond. The new Digital Media program is designed to cultivate a practical culture of giving back – connecting and partnering with business, community and government sectors.

The new Digital Media programs will also offer post-baccalaureate certificate programs and accelerated limited-residence seminar formats to better connect with the evolving needs of the DC community and serve regional and international students. Our task is to educate DC residents, while realizing that this is a uniquely international city and multi-jurisdictional region. Certificate and seminar programs will be designed to allow students to explore specific topics (e.g. social justice initiatives, international partnerships, nonprofit marketing crisis communication) and will frequently act as the content, which will be used across the full year of course offerings. The baccalaureate degree program will be broader yet flexible enough to allow students to create a mix that fits their unique needs, and aligns with the UDC Vision 2020 mission.

Recognizing the role and impact of digital media in our global society, the new program strives to educate students with the technical and artistic skills to become proficient and responsible producers in written and video communication online. The basic learning outcome concepts common in the core courses are:

- Students will understand and exemplify their multiple roles as critical, media-literate participants in a digital culture.
- Students will be able to recognize, identify and analyze the language, production techniques and disciplines of video production, web content creation and other media technologies.
- Students will design and evaluate the means to effectively communicate ideas, arguments and stories from mass media (e.g. print, broadcast) to niche audiences (e.g. web, video) and hybrids.
- Student will write, edit, evaluate and produce content to a professional standard for a variety of media including print, visual and online platforms.
- Students will research, write, edit and format correctly and clearly in forms and styles appropriate for the Communication professions, audiences, and purposes they serve.
- Students will critically evaluate their own work and that of others for accuracy and fairness, ethics, clarity, appropriate style and grammatical correctness.
- Students will create and apply, content and technology skills appropriate for the Communication professions in which they work
- Students will understand, evaluate and interpret the impact of audiovisual communication technologies, verbal and nonverbal communication and effective design on individuals and society.
- Students will compile, build and maintain portfolios and/or e-portfolios of their work across the curriculum to demonstrate growth, dynamism and to market themselves for jobs and internships.

Each student will complete the Core Requirements and two Concentrations. This allows the flexibility the industry calls for and allows easier integrations of transfer students. A Center for Urban Media will be at the core of the curriculum, allowing students to engage in practical real-world projects with external partners.

The Center for Urban Media will be created as a way for the University of the District of Columbia's Digital Media Program to focus on issues surrounding media literacy, access and development in under-represented urban populations locally, nationally and internationally as it relates to the Digital Divide and Media Participation gaps.

The Center identifies issues surrounding media development in traditionally under-served urban communities including the economically disadvantaged, women and marginalized ethnic groups. It partners with non-profit organizations and other institutions to address them through public education and professional development with the goal of helping to provide these citizens with the skills needed to operate fully in the 21st century media environment – breaking out of apathy and critically engaging with New media.

In line with the university's Urban Land Grant mission and answering the call for media education, which also focuses on community concerns, the Center offers civic engagement and practice-based learning opportunities for students. Using the 'teaching hospital' model, the Center for Urban will work with nonprofit organizations to create content and professionalize student productions.

Overall Program Objectives	Student Learning Outcomes
<p>1) To bring about an understanding of convergent digital media and the inherent differences in each field as well as demonstrate growing skills in a specialization and mastery of selected computer applications and solutions.</p> <p>2) Foster an understanding and application of “remix culture” and individual multiple roles as critical, media-literate participants in digital content creation and distribution.</p>	<p>a. Students will learn how to write correctly and clearly in formats and styles appropriate for the communications professions, audiences and purposes they serve.</p> <p>b. Students will learn how to present information and perform in various media utilizing appropriate techniques and technologies.</p> <p>c. Students will learn competent management skills for the control of time, human resources and technical resources.</p>
<p>3) To teach all specific skills and practices for students to write, edit, evaluate and produce content to a professional standard for a variety of media including video, print, digital film making, web-based content and other multimedia. Students are introduced to skill sets for major media forms:</p> <ul style="list-style-type: none"> ○ Writing ○ Technology ○ Management 	<p>a. Students will apply content and technology skills by creating short-form documentary videos, news essays/columns, audiovisual presentations, weblogs and live on-camera performances.</p> <p>b. Students will learn how to research efficiently and effectively from primary and secondary sources, and correctly credit or cite sources, create bibliographies and understand and respect copyright.</p>
<p>4) To develop a functioning ethic of global intercultural competence specific to digital media creation, distribution and interaction in student work and faculty research.</p>	<p>a. Students will gain a familiarity with language, geography and culture – both generally and with a specialization on a specific region, group or culture.</p> <p>b. Students demonstrate knowledge of specific intercultural tools and demonstrate abilities in cultural norms and global media literacy.</p>
<p>5) To encourage students to critically evaluate their own work, that of other students and published/broadcast works for accuracy and fairness, ethics, clarity, appropriate style and grammatical correctness.</p>	<p>a. Students will demonstrate working knowledge of editorial fact-checking, thematic deconstruction, objective evaluation and subjective aesthetic criticism.</p> <p>b. Students will demonstrate working knowledge of contemporary means of persuasion as well as classical rhetoric and strategic communications.</p>
<p>6) To foster students to utilize their skills and abilities in community outreach, continuing education, pre-professional opportunities and service learning.</p>	<p>a. Students will participate in internships, on-campus opportunities and off-campus relationships.</p> <p>b. Students will demonstrate excellence in a chosen area of expertise through portfolio review.</p>

See attachment for alignment of Student Learning Outcomes to individual courses in the core curriculum.

2. Description of proposed program change, courses, requirements, prerequisites, and syllabi as applicable.

The mode of instruction of the program will continue to evolve along with the rapid and thorough changes that have been brought to the media industries by the adoption of digital technologies. At the same time, the program is grounded in processes to keep a consistent curriculum with established learning outcomes and objectives. Each student will complete the Core Requirements and two Concentrations. This allows the flexibility the industry calls for and allows easier integrations of transfer students.

Digital Media Baccalaureate Core Requirements: 33 credits

- 1) Communication Tools (DIGM 100) — Hybrid/Online: course introducing on-camera interviewing & panel debates, presentation software, story structure and rhetoric [IGED 110 & IGED 130]
- 2) Media Literacy & History (DIGM 101) — Online: Explores current elements of media literacy and surveys the history of media from Literacy through Print, Broadcast & Internet [IGED 111 & DIGM 100]
- 3) Digital Photography (DIGM 105) (or ARTS 274) — Lab: Photographic image-making course program focused on use of digital photography, composition and image-manipulation [no pre-req or co-reqs]
- 4) Fundamentals of Journalism (DIGM 110) — Lec: an introduction to professional journalism with a focus on reporting, research, writing and current practices in convergent journalism [IGED 111 & DIGM 100]
- 5) Fundamentals of Video (DIGM 111) — Lab: video "podcasting bootcamp" hands-on training in creation of professional short-form professional web videos [ARTS 145 & GRTC 109]
- 6) Media Ethics (DIGM 200) — Online: explores the application of ethical principles within the fields of media, journalism & Communication [IGED 140 & DIGM 101]
- 7) Strategic Communication (DIGM 210) — Lecture: applies knowledge of media writing and production to integrated marketing campaigns, advertising and P.R. [DIGM 101 & DIGM 200]
- 8) Scriptwriting (DIGM 250) — Lecture: applies skills in research and writing to specific formats and narratives for media productions [DIGM 110 & IGED 210] *Writing-Intensive course*
- 9) Portfolio Project (DIGM 300) — Hybrid/Online/Lab: creating and editing student media work for inclusion in ePortfolios and demo-reels (with Adobe Behance) (DIGM 111 & DIGM 250)
- 10) Internship (DIGM 390) — External: supervised students work at professional media organizations applying existing skills (approx 150 contact hours across 16 wks) with on-site visits (>21 cred hrs in DIGM)
- 11) Convergent Media Seminar (DIGM 400) — Hybrid/Online: prepares students for active careers, freelance accounting, professional networking and continued study at graduate level (>21 cred hrs in DIGM)

Multimedia Journalism Concentration Requirements: (18 credit hours)

- 1) Reporting (DIGM 112) — Lec: Newsgathering, research, fact-checking, editing and photography through beat reporting. [DIGM 110 & IGED 111]
- 2) Magazine Writing (DIGM 230) — Lec: An advanced writing course in feature length non-fiction for online and print publications. [DIGM 110 & IGED 111]
- 3) Web Journalism (DIGM 310) — Lab: Introduction to creating content and using the tools required to report, write and shoot for online media. [DIGM 110 & GRTC 109]
- 4) Copy Editing (DIGM 200 level)— Lec: Reviewing multimedia copy and producing texts that are grammatically correct, using the Associated Press Stylebook.
- 5) Digital Editing (DIGM 202) — Lab: intermediate course in the esthetics and practical applications of digital video and audio editing with Premiere Pro and Adobe Audition [GRTC 109 & DIGM 111]
- 6) Publication Lab (DIGM 362) — Creating content and doing the production for UDC's online student news publication, The Free Voice.

Broadcast Journalism Concentration Requirements: (18 credit hours)

- 1) Reporting (DIGM 112) — Lec: Newsgathering, research, fact-checking, editing and photography through beat reporting. [DIGM 110 & IGED 111]
- 2) Web Journalism (DIGM 310) — Lab: Introduction to creating content and using the tools required to report, write and shoot for online media. [DIGM 110 & GRTC 109]
- 3) Broadcast Journalism (DIGM 261) — Lab: Locating, gathering, writing, recording and editing news for radio and TV. [DIGM 110 & GRTC 109] may be cross-listed with Studio Production I (DIGM 260)
- 4) Digital Editing (DIGM 202) — Lab: intermediate course in the esthetics and practical applications of digital video and audio editing with Premiere Pro and Adobe Audition [GRTC 109 & DIGM 111]
- 5) Field Reporting – Lec/Lab - Writing, shooting and editing from the field. Covers aspects of the art of live shots, interviewing techniques, story element selection and other features of live news. May be cross-listed with Field Production I (DIGM 280)
- 6) TV Show Lab (DIGM 361) — Lab: Writing, producing, creating, running, staffing and hosting a magazine show for broadcast on UDC's higher-ed access cable channel 98 and online distribution.

Graphic Journalism Concentration Requirements: (18 credit hours)

- 1) Information Design & Technology (IGED 250 – 3)
This course provides hands-on experience with visual and technical concepts in information design. Covers current software use for basic page layout, photo editing and slide presentations.
- 2) Digital Applications (GRTC 109) — Lec/Lab: modification of existing course in Arts introducing Adobe Creative Suite (with addition of Premiere Express) [no pre-req or co-reqs]

3) Reporting with graphics (DIGM 1xx) — Lecture: Newsgathering, research, fact-checking, editing and photography through beat reporting. Emphasis on visual and graphic storytelling [DIGM 110 & IGED 111] (co-facilitated with graphic design faculty)

4) Data journalism (DIGM 2xx) — Examines data journalism, including its rise and use in modern media. This is a hands-on course, which teaches students to gather, analyze, and visualize interactive data-driven stories. (co-facilitated with graphic design faculty)

5) Digital Imaging Lec & Lab (GRCT 113/114) — Lec/Lab: This is an introductory class utilizing Photoshop as an image editing tool. Students manipulate photographs and graphic attributes, including color, contrast, and other digital darkroom techniques. Photo retouching, use of filters, duotones, color, scanning, masking and scaling are all topics learned by students.

6) Coding for Journalists — Lec/Lab — (To be developed with faculty in Computer Science)

Journalism Concentration Electives:

There are a total of 3 elective courses. Students may choose electives within the program area or from outside the department.

1) Sports Journalism (DIGM 2xx)—Lecture: An overview of sports journalism including the writing, reporting, interviewing and editing skills required in the field.

2) Entrepreneurial Journalism (DIGM 2xx)—Lecture: An introduction to the steps required launching and managing an online publication. (co-facilitated with a business school faculty).

3) Neighborhood Reporting (DIGM 2xx)—Lecture: An in-depth, intensive, neighborhood beat reporting course to produce multi-platform content.

4) International Reporting (DIGM 3xx)—Lecture: Covering international stories for a variety of media platforms, using Washington, D.C.'s international communities and institutions.

5) Political Reporting (DIGM 3xx)—Lecture: Introduction to the fundamentals of covering American politics. Includes how government and politics work and how to report both. (co-facilitated with a political science faculty)

6) Fashion Writing (DIGM 3xx)—Lecture: Focus on developing fashion writing, reporting and blogging skills. (co-facilitated with Fashion Merchandising faculty from Community College)

7) Photojournalism (ARTS-240)—Lab: Hands-on course focuses on storytelling and communicating ideas using photography for a variety of platforms.

8) History of the Black Press (DIGM 4xx)—Lecture: Focus on the minority press in America with special emphasis on the historical Negro Press.

Multimedia Journalism Certificate: (15 credit hours)

Fundamentals of Journalism (DIGM 110) — Lec – 3 crd/hrs

Fundamentals of Video (DIGM 111) — Lab – 3 crd/hrs

Digital Editing (DIGM 202) — Lab – 3 crd/hrs

Web Journalism (DIGM 310) — Lab – 3 crd/hrs

TV Show Lab (DIGM 361) or Publication Lab — Lab – 3 crd/hrs

Digital Video Production Concentration Requirements: (18 credit hours)

- 1) Digital Editing (DIGM 202) — Lab: intermediate course in the esthetics and practical applications of digital video and audio editing with Premiere Pro and Adobe Audition [GRTC 109 & DIGM 111]
- 2) Studio Production I (DIGM 260) — Lab: intermediate course in production skills in live studio production environment with a focus on time management and teamwork [DIGM 102 & IGED 250]
- 3) Field Production I (DIGM 280) — Lab: intermediate course in production skills for on-location environment with a focus on single-camera DSLR production and audio [DIGM 102 & IGED 250]
- 4) Studio Production II (DIGM 360) — Lab: advanced practicum focused on behind-the-camera production of student-created newscasts, panel discussions and live TV production [DIGM 220 & DIGM 240]
- 5) Field Production II (DIGM 380) — Lab: advanced practicum focused on production and editing of student documentaries, work with advocacy groups and local businesses [DIGM 220 & DIGM 240]
- 6) TV Show Lab (DIGM 361) — Lab: Writing, producing, creating, running, staffing and hosting a magazine show for broadcast on UDC's higher-ed access cable channel 98 and online distribution.

Documentary & Film Production Concentration Requirements: (18 credit hours)

- 1) History of Cinema (DIGM 244) — Lecture: intermediate course exploring the history of American and international cinema.
- 2) Digital Editing (DIGM 202) — Lab: intermediate course in the esthetics and practical applications of digital video and audio editing with Premiere Pro and Adobe Audition [GRTC 109 & DIGM 111]
- 3) Field Production I (DIGM 280) — Lab: intermediate course in production skills for on-location environment with a focus on single-camera DSLR production and audio [DIGM 102 & IGED 250]
- 4) Cinema & Film Techniques (DIGM 350) — Lecture: intermediate course exploring the connections between traditional cinema esthetics and business models to contemporary digital production [DIGM 101]
- 5) Adv. Scriptwriting (DIGM 3xx) — Lecture: Advanced writing to specific formats and narratives for media productions [DIGM 110 & IGED 210]
- 6) Field Production II (DIGM 380) — Lab: advanced practicum focused on production and editing of student documentaries, work with advocacy groups and local businesses [DIGM 220 & DIGM 240]

Video & Film Concentration Electives:

There are a total of 3 elective courses. Students may choose electives within the program area or from outside the department.

- 1) Sight, Sound & Motion (DIGM-3xx)—Lecture: Applied media esthetics, expanded and advanced ideas.
- 2) Visual Thinking (ARTS-115)—Lecture: introduction to conceptual visual thinking and the development of *visual literacy* as it applies to communication design and the fine arts.
- 3) Video for the Arts (ARTS-3xx)— Lab: Creative production of time-based art using digital video and effects. Introduction to the history of video art as an art form and experimental approaches to video art and performance.
- 4) Photojournalism (ARTS-240)— Lab: Hands-on course focuses on storytelling and communicating ideas using photography for a variety of platforms.

Video & Film Production Certificate: (15 credit hours)

Audiovisual Foundations (DIGM 102) — Lec/Lab- 3 crd/hrs

Fundamentals of Video (DIGM 111) — Lab – 3 crd/hrs

Digital Editing (DIGM 202) — Lab – 3 crd/hrs

Cinema & Film Techniques (DIGM 350) — Lec – 3 crd/hrs

TV Show Lab (DIGM 361) — Lab – 3 crd/hrs

Professional & Managerial Communication Minor Requirements: (18 credit hours)

Pre-requisites to be determined by discussion with Faculty

- 1) Communication Tools (DIGM 100) — Hybrid/Online: course introducing on-camera interviewing & panel debates, presentation software, story structure and rhetoric [IGED 110 & IGED 130]
- 2) Introduction to Business (BGMT 104) – Lecture: examines and analyzes the basic structure and practices of the business community; emphasis on modern business functions in a dynamic environment, the nature and scope of business component, the cause of business problems, and factors that tend to influence behavior in business organizations.
- 3) Strategic Communication (DIGM 210) — Lecture: applies knowledge of media writing and production to integrated political and marketing campaigns, conflict and negotiation, social media and strategy, advertising and P.R. [DIGM 101 & DIGM 200]
- 4) Scriptwriting (DIGM 250) — Lecture: applies skills in research and writing to specific formats and narratives for media productions [DIGM 110 & IGED 210] *Writing-Intensive course*
- 5) Small Group & Team Communication (DIGM 360) — Lecture: Studies leadership and guidance techniques, listening and argumentation, decision making, intercultural communication, roles of individuals in both small group and team communication as affected by technology.
- 6) Internship (DIGM 390) — External: supervised students work at professional media organizations applying existing skills (approx 150 contact hours across 16 wks) (>21 cred hrs in DIGM)

Professional & Managerial Communication Electives

Introduction to Public Relations (DIGM 214)

Conflict Resolution & Mediation (CRIM 272)

Social Media Marketing

Digital Applications (GRTC 109) (With advisor's approval, other courses are options.)

Public Relations Minor Requirements: (18 credit hours)

- 1) Introduction to Public Relations (DIGM 110)—Lecture: An introduction to public relations principles and concepts. Focuses on responsibilities and functions that public relations practitioners assume in a variety of organizations.
- 2) Public Relations Writing and Editing for Digital Media (DIGM xxx)—Lab: Focuses on developing the professional writing skills expected of beginning public relations practitioners, emphasizing the different approaches required for particular audiences and for Digital media.
- 3) Public and non-profit Communication (DIGM xxx)— Lecture: Covers the management of public relations in philanthropic organizations, including the design and evaluation of strategic communication programs, and fundraising campaigns. (co-facilitated with Non-Profit management faculty)
- 4) Public Relations: Organizing Events (DIGM xxx)

5) **Public Relations: Campaign planning and execution (DIGM 4xx)—Lab:** Designed for students to experience in running a public relations project. Focuses on preparing a project proposal, planning and managing a client project and evaluating the project's success. Students will work with a "real" organization. (Perhaps students could work in the Center for Urban Media).

6) **Social Media Marketing (MKTG 495) — Lecture:** Focuses on the use of social media tools and technology for marketing.

Public Relations Certificate: (15 credit hours)

Fundamentals of Journalism (DIGM 110) — Lec – 3 crd/hrs

Communication Tools (DIGM 100) — Hybrid/Online – 3 crd/hrs

Strategic Communication (DIGM 210) — Lab – 3 crd/hrs

Event Planning & Coordination (DIGM 360) — Lec/Lab: TBD

Media Ethics (DIGM 200) — Online – 3 crd/hrs

C. In reviewing a proposal for a new program, Program Coordinators, Department Curriculum Committees, Department Chairpersons, College Curriculum Committees, College Deans, and the Academic Standards, Programs, and Policies Committee (ASPPC) of the University Senate will examine the course's feasibility in terms of the factors listed below. All applications shall address these factors, and all reviewers should include relevant commentary regarding these factors:

(1) Demonstration of need (including internal and external supporting data)

Due to perceived desirability, high-visibility and real job prospects in the field the previous Mass Media Program was one of the most popular major declarations programs for both incoming freshmen and transfer students. [see UDC Registrar data]

In 2008, the UDC Office of Academic Affairs together with the IRAP had listed the Mass Media Art BA degree as HMH – that is having high number of students as majors (80+), external demand, medium number of degrees awarded (9 – 15 per year) and high external demand in the local job market [see UDC IRAP data] with at least a 1.6% growth, over 100 new jobs annually and being among the 50 high demand occupations. This is especially true when graduating students are prepared for multiple job types; journalism, government media, broadcasting, public relations, etc. [see US Dept. of Labor BLS data]

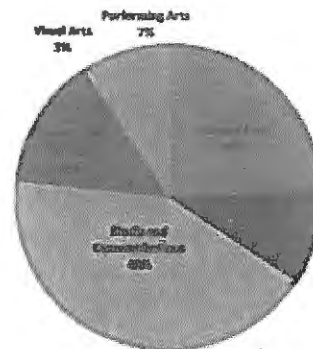
<http://www.bls.gov/oes/current/oes270000.htm>

Washington DC and the metropolitan region will continue to see both moderate growth in the media sector in specific and creative sector in general. Despite abrupt changes in the media industries (e.g. broadcast productions and print journalism) most alumni remain in the DC Metro area, or return frequently due to the gravitas of Washington as a news, documentary and production center.

Most of the jobs in DC's creative economy are in enterprises in the media, culinary, and museums and heritage segments. Media alone accounts for over 40% of the jobs.

The Creative Action Agenda lays out much of the expected growth in employment prospects of Mass Media and related fields. [Mayor's Creative Action Agenda attached] An interesting trend is seeing content creation and film/video production as sustainable "green" industries.

Creative Segment	Employment
Culinary Arts	18,125
Building Arts	7,566
Media and Communications	32,157
Museums and Heritage	12,454
Visual Arts	2,118
Performing Arts	4,599
Total Creative	75,312



Source: BLS, 2007 US Department of Labor Statistics, Quarterly Current Employment and Wages, 2008 US Current Non-Employer Statistics

Washington, D.C. is the 8th largest TV market in the nation. The area is the third largest producer of professional film and video programs behind New York and Los Angeles.

Among the national and international news companies who have bureaus in the Washington Metropolitan area.

- The Discovery Channel Company headquarters, The American Film Institute, C-SPAN
- National Geographic, BET, China Central TV (CCTV), Sirius XM Radio and other cable news networks
- Government and Nonprofit video/film production facilities.
- New Media Companies (Yahoo, Google, LivingSocial, Blackboard)

Another major employer for our graduates are the Audio-Visual companies that provide services to the conventions and conferences held in the metropolitan area. Many of our graduates find work in the government (DC and Federal) with goals of advancing or transferring into offices, agencies or departments related to video production. The majority of the students enrolled in the program are native DC residents and remain in the area after graduation for the majority of their careers.

As such, faculty members maintain a close relationship with the professional community: (TIVA, WIFV, NATAS, NABJ, RTNDA, NBPRS, ACEJMC, BEA/NAB, ICA, NCA) contacts for internship and jobs for our students. After government, tourism is the second highest employer in the District of Columbia. Independent production companies within the Beltway produce most of the promotional videos for hotels and web sites, while local and ethnic media supply a wealth of targeted news. Other major employers in the region that utilize electronic media are: insurance, lobbying organizations, law enforcement, banking and education.

(2) Congruence with academic unit objectives and university mission.

The proposed Digital Media BA Program at UDC would remain central to the University Mission in at least two distinct outcomes. First, it provides a combination of liberal arts education with specific digital skills. The second outcome is that the program provides skilled students who actively engage events and organizations on campus as content creators, documentarians and communicators using their practical know-how and access to University resources such as cameras, computers and online content areas. They are the reporters, the camera operators, the front-line evangelists for UDC. [see UDC Vision 2020 excerpts]

Across the past two decades, dozens of local community organizations, non-profits, small businesses, faith-based groups have benefited from assistance of the preceding Mass media program. (see Section IV for complete list) These connections grow naturally as students bring their own backgrounds and community connections. As most mid-level and advanced-level courses require students to create original, meaningful and relevant content, students naturally reach out to the community groups that they are already familiar with. This fits with the outreach component of UDC's mission as a State Land-Grant Institution.

On the other hand the new Digital Media program is poised to connect with international organizations news agencies and embassies to create opportunities that students wouldn't normally have access to. Across the past two decades, the program has engaged with many cultural attaches, outreach programs and exchanges with NGOs, embassies and international news networks.

The previous program took a progressive role within the larger College of Arts and Sciences in integrating the international students with local students. In a city as complex and connected as Washington, DC, part of the land-grant role could be to reinforce the multicultural experience of urban life. By creating tight-knit cohorts of students from geographically varied backgrounds (e.g. West Africa, Eastern Europe, South America) together with native Washingtonians, both groups benefit greatly. Local students literally leap-frog into a cosmopolitan mindset with broader community horizons and increased intercultural skills. International students gain a first-hand experience of Washingtonian culture and cultural acceptance and assimilation is fostered.

The previous program's involvement in the community was at the grass-roots level. Community Service Digital Advocacy, and Public Journalism will remain central to the curriculum. Students will continue to be trained to research and confront the urban problems (collaborating with solutions from the community) across multiple platforms. Public Affairs reporting with a focus on public issues is an integral part of all reporting and editorial syllabi. The new Digital Media BA Program will aggressively pursue opportunities for student learning with both international broadcasters and in international student-exchange programs.

The new program will follow in the tradition of the previous Mass Media program to provide support, services and communications to many university divisions and departments, including (but not limited to):

- UDC-TV Channel 98/19 – student internships and volunteers
- University Cooperative Extension Services and Public Relations
- Students groups, Athletics Department (games & interviews), Greek organizations
- Videotaping lectures, oral histories, VIPs, etc.
- Advance work and P.R. for on-campus events and studio use for events and production

(3) Avoidance of duplication or overlap with existing courses or programs.

While there are other degree programs, minors and certificates within both the College of Arts and Sciences (CAS) and across the University of the District of Columbia, none of these programs are specifically designed to meet the Student Learning Outcomes for study and practical applications in Digital Media and contemporary Communication Studies.

Individual courses with similar outcomes do exist within the Graphic Design BA program, the Studio Art BA program, the English BA program, the Music BA program, the Marketing Concentration within the Business BA program, the Nonprofit Leadership Certificate program and several other programs which require a discipline-specific Communication course. In fact, students matriculating in the Digital Media BA program will be encouraged to pursue these courses as electives. However, these are individual courses and do not duplicate the broader objectives of the multi-year curriculum of the BA in Digital Media.

Several of the Digital Media courses will eventually be designed to meet the standards and specifications for the General Education courses, specifically the Ethics, Technology Civics course components. This curriculum redevelopment will be done under the direction of the Director of the UDC General Education Program and with review and evaluation using the formal channels of the Committee for General Education.

Several of the Digital Media courses will immediately be designed to meet the standards and specifications for the Online and Hybrid Education courses, specifically the Communication Tools (DIGM 100), New Media Literacy (DIGM 101), Media Ethics (DIGM 200), Portfolio Project (DIGM 300), Convergent Media Seminar (DIGM 400) courses. This curriculum development will be done under the direction of the Director of the UDC Research Academy for Integrated Learning (RAIL) and with review and evaluation using the formal channels of the Committee for Online Learning and the QM peer-review.

By nature, Digital Media and Communication are interdisciplinary fields with opportunities for cost-saving sharing of resources and opportunities. The new Digital Media BA program will aggressively pursue high-visibility guest speakers, working professionals and seminar opportunities which can be shared with other programs. The new Digital Media BA program will aggressively pursue external funding sources that are in alignment with the mission of the university and the unique opportunities that arise from our geographic location.

(4) Relationship with other programs/departments/schools/colleges/ with written response from those concerned.

The new Digital Media program will continue many of the relationships with curriculum, learning objectives and specific courses in other programs in the College of Arts and Sciences, CAUSES and the School of Business. Following in the traditions of the previous Mass Media Visual & Performing Arts Department, the new Digital Media program will retain deep connections to the Graphic Design program, the Music Department the Studio Art program. Many courses will be used as both requirements for the new Digital Media BA (e.g. Digital Applications, Web Design, Animation & Motion Graphics and Business of Music) as well as many electives open to student choice (e.g. Visual Thinking, Photojournalism, Computer Art, Portrait Photography, etc).

The long-term development of a separate concentration in Strategic Communication will require cooperation with both the Marketing concentration and the Nonprofit Leadership certificate programs in the School of Business. Continuing this interdisciplinary cooperation, the new Digital Media program is looking to offer a new cross-listed elective courses in Science Journalism & Technical Writing.

The new Digital Media BA program would like to tailor two introductory-level courses, Communication Tools (DIGM 100) and New Media Literacy (DIGM 101) for cross-listing at the UDC Community College (UDC-CC) to better articulate with the AA and AS programs, as well as to recruit 2-year students into the 4-year programs in the new Digital Media BA program.

(5) Standards of relevant accrediting agencies and/or professional societies.

Within the fields of Journalism, Communication and Video & Film Production, the majority of programs in U.S. colleges and universities *are not* accredited by organizations authorized by the Council for Higher Education Accreditation (CHEA) or US Dept. of Education. All programs at U.S. colleges and universities may apply for voluntary accreditation with one or more organizations. The expense and time commitment makes this a challenging undertaking for small to medium-sized programs. While the new Digital Media BA program does not plan to seek additional accreditation at the program level, there are relevant programmatic standards and learning outcomes developed by organizations that could and should be used to guide the development and implementation of curricula with a long-term plan to apply for voluntary accreditation. Among the potential accreditors are:

The Accrediting Council for Journalism and Mass Communication (ACEJMC) accreditation standards:

- 1) Mission, Governance and Administration
- 2) Curriculum and Instruction
- 3) Diversity and Inclusiveness
- 4) Full-Time and Part-Time Faculty
- 5) Scholarship: Research, Creative and Professional Activity
- 6) Student Services
- 7) Resources, Facilities and Equipment
- 8) Professional and Public Service
- 9) Assessment of Learning Outcomes

ACEJMC now also requires that an accredited unit's students must be educated in eleven prescribed competencies and values:

- 1) understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- 2) demonstrate an understanding of the history and role of professionals and institutions in shaping communication;
- 3) demonstrate an understanding of the diversity of groups in a global society in relationship to communication;
- 4) understand concepts and apply theories in the use and presentation of images and information;
- 5) demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- 6) think critically, creatively and independently;
- 7) conduct research and evaluate information by methods appropriate to the communication professions in which they work;
- 8) write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve;
- 9) critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- 10) apply basic numerical and statistical concepts;
- 11) apply tools and technologies appropriate for the communication professions in which they work

The Public Relations Society of America (PRSA) certification program compliance nine standards:

- 1) Public Relations Curriculum
- 2) Public Relations Faculty (Full- and Part-time)
- 3) Resources, Equipment and Facilities
- 4) Public Relations Students
- 5) Assessment
- 6) Relationships with Alumni and Professionals
- 7) Relationships with Total Unit and University
- 8) PRSSA Chapter
- 9) Diversity

National Communication Association (NCA) nine evaluation standards for Communication Programs:

- 1) Standardized Evaluation
- 2) Quantity of Publications
- 3) Quality of Publications
- 4) Institutional Service
- 5) Quantity of Presentations
- 6) Peer teaching observation
- 7) Community Service
- 8) Administrative teaching observation
- 9) Advising Evaluations

All Online and Hybrid/Blended courses in the new Digital Media BA program *are going to be reviewed* by UDC's Research Academy for Integrated Learning (RAIL) and the Committee for Online Learning (C4oL) using the established Quality Matters (QM) rubrics for evaluation. Faculty could consider aligning traditional face-to-face courses (e.g. Lecture and Lab format) with the standards as well.

Quality Matters (QM) eight general standards used to evaluate the design of online and blended course:

- 1) Course Overview and Introduction
- 2) Learning Objectives (Competencies)
- 3) Assessment and Measurement
- 4) Instructional Materials
- 5) Learner Interaction and Engagement
- 6) Course Technology
- 7) Learner Support
- 8) Accessibility

From the MacArthur Foundation's whitepaper written by Henry Jenkins and associates titled *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*

The new skills include:

- Play — the capacity to experiment with one's surroundings as a form of problem-solving
- Performance — the ability to adopt alternative identities for the purpose of improvisation and discovery
- Simulation — the ability to interpret and construct dynamic models of real-world processes
- Appropriation — the ability to meaningfully sample and remix media content
- Multitasking — the ability to scan one's environment and shift focus as needed to salient details.
- Distributed Cognition — the ability to interact meaningfully with tools that expand mental capacities
- Collective Intelligence — the ability to pool knowledge and compare notes with others toward a common goal
- Judgment — the ability to evaluate the reliability and credibility of different information sources
- Transmedia Navigation — the ability to follow the flow of stories and information across multiple modalities
- Networking — the ability to search for, synthesize, and disseminate information
- Negotiation — the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

(6) Number of students immediately affected if relevant. Projected enrollment, if relevant.

There are currently 84 students matriculating through the recently-terminated Mass Media BA program: 36 in the Journalism concentration, 43 in the TV Production concentration, 4 non-committed. Of these students, approximately 2/3rd (~53 students) will likely opt to continue in the previous Mass Media BA curriculum that they were accepted into, and have made considerable progress toward the 120 credit hours needed for graduation. There will need to be a coordinated "teach out" process for advising and registration for these students. Approximately 1/3rd (~28 students) will likely opt to move into the new Digital Media BA and take advantage of the new more-relevant coursework. There will need to be some course substitutions made for this group.

(7) Effect on student development, employment, or program effectiveness, if relevant.

Journalism and mass communication programs continued to engage in a number of strategies to update their curricula to reflect changes in the media landscape. Nearly nine in 10 administrators reported their programs taught skills such as: using social media, using video and still photos on the web, using video in reporting, and editing and writing for the web.

2012 Annual Survey of Journalism & Mass Communication Enrollments,
Tudor Vlad, Lee B. Becker, Holly Simpson, Konrad Kalpen
James M. Cox Jr. Center for International Mass Communication Training and Research, Grady College of Journalism & Mass Communication, University of Georgia

Recently the Accrediting Council on Education in Journalism and Mass Communication increased the number of hours students might spend in journalism classes in an attempt to give more freedom to accredited schools to teach new digital skills.

Poynter Institute, Core Skills for the Future of Journalism report, April 2014

Student learning objectives should clearly reflect the realities of this new integrated world. Objectives at institutions with Digital media programs include the following:

Students will:

- Develop the ability to communicate effectively to a wide variety of audiences, verbally, in writing and electronically
- Utilize knowledge of text, graphics, video and animation to communicate ideas and information visually in print, web, mobile media, and games

NewSchool of Architecture + Design

Students will:

- Work competently in a variety of digital media environments;
- conceptualize, implement and evaluate substantial, meaningful and purposeful projects using digital media techniques;
- self-train in a rapidly changing field;
- use written, oral and visual communication skills to communicate information and ideas about new media;

Purchase College: State University of New York

Finding success in the rapidly evolving media field depends on learning achieving the objectives above.

Today's media landscape is one in which multi platform content creation and production is now mandatory.

Among the findings in Pew's 2014 State of the Media report are the following:

- At some of the digital natives, the rate of hiring has been explosive. Two years ago, BuzzFeed had about a half dozen editorial employees. Now it has at least 170.2 Three years ago, Bleacher Report had no paid writers; now there are about 50. The rapidly expanding global Vice Media operation has already hired 48 more staffers in the U.S. this year alone.

- Many of the smaller digital organizations focus on filling reporting gaps in local news and investigative journalism. Among the smaller organizations studied, more than half (231) identify themselves as primarily local or hyperlocal outlets—often covering events at the neighborhood level. Nearly four dozen (45) identify themselves as investigative in nature.
- Among the larger digital outlets, a number are investing substantially in global coverage. The Huffington Post wants to grow its reach to 15 countries from 11 this year; Vice has 35 overseas bureaus.

Indeed, the Internet with its various platforms is now the media industry's second largest employment sector. A 2012 analysis of Bureau of Labor Statistics data by Ad Age, a respected industry publication, revealed the following:

- One in six people employed in the U.S. media industry worked for internet-media businesses.
- Employment at U.S. internet-media businesses in July of that year passed staffing in broadcast TV. Internet-media employment earlier passed magazines, radio and cable TV.
- Employment at U.S. internet-media businesses has soared 54% from its pre-recession level. Meanwhile, overall U.S. media employment is 18% below where it stood before the 2007-2009 recession.

Coupled with these technology skill sets, media professionals need long-taught journalism competencies. Karen Magnuson, editor and vice president/news at the Democrat and Chronicle Media Group [Rochester, N.Y.], said this:

“Educators may think all of those things are important but the results coming out of colleges are very mixed. My personal experience with journalism grads is that they fall into one of two categories: solid writers/reporters with limited digital skill sets or multimedia journalists who are great with video but don't understand how to work a beat or dig much deeper than what's given in a press release or press conference. Both types are problematic in today's newsrooms. We need it all!”

Poynter Institute, Core Skills for the Future of Journalism report, April 2014

In line with the university's urban land grant mission, the program is combining student service learning objectives with a new model for education like the one described by Nicholas Lemann, dean of this university's Graduate School of Journalism. He wrote: Like teaching hospitals, journalism schools can provide essential services to their communities while they are educating their students.”

Anderson, Glaisyer, Smith and Rothfield, 2011

Further, we are also planning to reach out further into the community, through workshops, certification opportunities and other formats to advise and train the city's growing number of citizen journalists to understand and apply journalistic principles and best practices. We recognize that they will be essential part of the local journalism ecosystem, and we want to assist them.

This approach is supported by a 2011 Federal Communications Commission report on the changing media landscape in a broadband age and the Knight Commission Report on the Information Needs of Democracies, both of which called for media to play a supporting role in the community. The approach also brings with it access to non-profit and other funding.

(8) Adequacy and appropriate qualification of current faculty and support staff. Identify additional needs if any.

Joseph V. Elam – organizes events, writes for local minority press.

Joe Elam -Associate Professor of Journalism is a widely published professional writer with more than 30 years of journalism and teaching experience. Trained as a *special Journalism Educator* with a Dow Jones Newspaper Fund scholarship at the Wall Street Journal, Elam has taught all the Journalism courses offered at UDC since 1976. He launched his journalism career as a Medill graduate at the *AFRO-AMERICAN* newspaper chain, covering the Civil Rights and the protest movements of the late sixties and seventies. He has won several awards for his writings, including the Bakuba (Chieftain's ceremonial dagger of Congo) for community reporting from the Black United Front (BUF) of Stokely Carmichael. With his perennial love for the English language and literature, he served as editor of the *Metro Magazine* and the *American Magazine* during the 1980s. He currently serves as Associate Editor of the *KINGMAKER Magazine* and as editorial consultant for two local Weeklies and the United Black Fund, Inc. As public relations consultant and Board member, Elam streamlined the PR and advertising operations of UBF. With specialization in Black Studies and Black issues, Elam started the *History of the Black Press* course at UDC. He founded UDC's *FREE VOICE*, Journalism lab publication and nourished it for two decades as its faculty editor. *FREE VOICE* is now thriving as an on-line scholastic publication. Although scholastic journalism is his forte, he teaches Journalism as the Fourth Branch of Government— the Free Press— the guardian of Democracy, keeping checks and balances on the other three branches of the government. As a passionate, involved citizen, Elam is motivated by a sense of justice and a lust for freedom for the individual. Hence, he designed the first *Community Journalism (Neighborhood Reporting)* course at UDC aligning with the *WASHINGTON INFORMER*, a local community newspaper. He teaches the course, hoping it would become the harbinger of an urban journalism institute.

Fundamentals of Journalism (DIGM 110), History of the Black Press (DIGM 310)

Willie-Faye Garrett –

Professor Garrett has served as the coach / campus coordinator for the Honda Campus All-Star Challenge academic team for nearly 18 years. She honed her event planning and fund raising skills while serving as the Director of Development for the Congressional Black Caucus Foundation, Inc. Her primary area of teaching is oral communication. She annually participates in University's Black History Month program with a storytelling/ poetry reading presentation. Course List: FOC (IGED 130); Interpersonal Communication (DIGM 105); Communication Tools (DIGM 100) Small Group & Team Communication (DIGM 360)

Interpersonal Communication (DIGM 105) Foundations of Oral Comm. (IGED-130)

William A. Hanff – directs & edits public affairs media, writes encyclopedia & local/regional presentations.

William Hanff completed his dissertation in 2006 on Media Epistemology and famous Media Hoaxes. He published articles on new media in *The Encyclopedia of Journalism*, and has delivered multiple papers to the Broadcast Education Assn. on curriculum design, integrating digital tools into media curriculum. He has created video productions for the electric cooperative movement, for green affordable housing in DC and on Islamic banking and investing. He acts as the coordinator for the TV Production option and as the Program Coordinator for the Mass Media program.

Fundamentals of Video (DIGM 111), Audiovisual Foundations (DIGM 102), Digital Editing (DIGM 202), Communication Tools (DIGM 100), New Media Literacy (DIGM 101), Convergent Media Sem (DIGM 400)

Lloyd Raki Jones – lectures at area universities, Producer for documentary film Production Company.

L. Raki Jones is an independent filmmaker, and the winner of numerous awards for his documentary work. Mr. Jones' teleplay *The Colored Cyclone*, won the African-American Script Writing Contest, produced at WMAR-TV, and was nominated for an Emmy in the Chesapeake region. Currently he is a producer at Spark Media where he worked on *The Pact: The Movie* and *Prince Among Slaves* broadcast on the PBS network. He teaches courses in video and film production at the University of the District of Columbia and Howard University.

Scriptwriting (DIGM 250), Cinema & Film Techniques (DIGM 350), Studio Production I & II (DIGM 260 & 360), Field Production I & II (DIGM 280 & 380)

Maxine A. LeGall – professor of public speaking at area universities; speech consultant to professionals and community groups; professional writer and storyteller

Maxine LeGall has more than twenty years experience teaching communications courses; she has had feature articles published in *Washington Post*, and authored a chapter in *Richard Pryor: The Life and Legacy of a "Crazy" Black Man*, and served as co-editor of *The Art of the Deal: Golf-Access to Success*; she has written several stories for telling, and is a founding member of NABS -National Association of Black Storytellers – and has performed at venues as varied as television and radio, colleges, churches, hospitals, and the Kennedy Center for the Performing Arts

Interpersonal Communication (DIGM 105), Communications Tools (DGIM 100), Foundations of Oral Communication (IGED 130)

Olive V. Vassell – a writer and editor and media entrepreneur, who has contributed to both local and international outlets

Olive Vassell is an experienced journalist and writer for multiple genres, media and formats including the BBC's Radio London and the *Afro-American* newspapers. She is a co-founder of *Prince George's Suite*, a Washington area lifestyle magazine and *Euromight*, the pioneering news site focusing on Afro-Europeans. She oversees and publishes the student-edited online and print publication *The Free Voice*. She is currently researching a book on Europe's multicultural media. Olive Vassell acts as the coordinator for the Journalism option within the Mass Media program.

Media Ethics (DIGM 200), Publication Lab (DIGM 300-level), Web Journalism (DIGM 300-level), Strategic Communication (DIGM 210), International Reporting Entrepreneurial Journalism (DIGM 200-level)

Additional Faculty Needs:

Project-based coursework and new Media Center will require additional technical faculty to teach one course per semester, TV Show Lab (DIGM 361), and maintain and update computer networks, studio equipment, video editing and layout workstations.

Coursework in Graphic Journalism Concentration and the Documentary & Film Production Concentration as well as variety of electives will be co-facilitated with designated appropriate subject-matter faculty from within and beyond the Program.

(9) Adequacy of current facilities (offices, classrooms, labs, etc.)

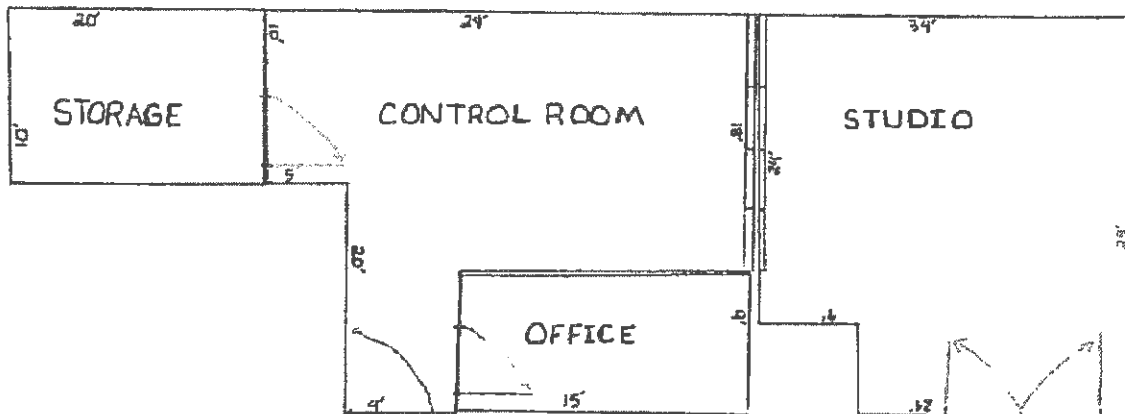
The facilities from the previous Mass Media Arts BA program can be rehabilitated and redesigned to meet the space needs of the new Digital Media BA program. IT technical support and engineers support will be required for both the redesign and the continued operation of the updated facilities. (see 10 below)

(10) Adequacy of supplies and equipment. Identify additional needs, if any.

Students in the Digital Media program will learn an array of video production and journalism skills through an intensive hand-on learning approach. They will have access to state-of-the-art facilities and equipment to craft stories (fiction and non-fiction) for the largest theatrical screen to the smallest cell phone.

Digital Media Studio-Lab

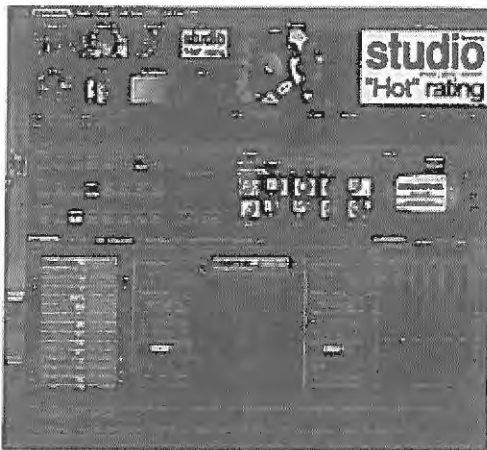
The current studio-lab, designed and built exclusively for video production, is located in Building 38, Rooms B-04, and B-05. Television lighting and set space were the prime considerations for ceiling height, electrical wiring, and floor plan. The control room floor is a raised platform that serves as a conduit for video, audio and intercom wiring. One wall on the studio floor is a special green screen. A soft cyclorama track system is suspended from the studio ceiling. AC outlets and CAT drops are integrated into the studio-lab along the



walls and in the floor.

The Video Studio-Lab is scheduled for a major upgrade at the end of the Spring 2014 semester. A generous donation from UDC cable will convert the current hybrid analog/digital studio into a complete digital facility. The following is an abbreviated list of equipment and furniture donated by UDC Cable.

- (1) Digital Switcher
- (1) Flat Screen Multi-Monitor for Switcher
- (3) Digital Studio Cameras
- (2) Tripods
- (1) Audio Mixer
- (1) Audio Amp
- (1) Character Generator
- (5) Intercom Headsets with Base Station
- (2) Digital Recorders
- Various Mounts and Furniture for the equipment



The estimated cost of the donated equipment is \$50,000. Cost for transfer and installation is approximately \$5000. As a commitment to the Video Studio-Lab's continued development, UDC has agreed to provide bridge funding to complete the upgrade.

Control Rooms A and B

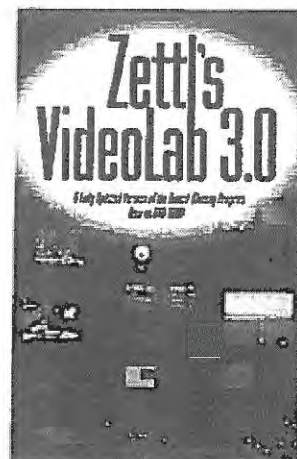
After upgrade, the Video Studio-Lab Complex will contain two control rooms. The *A Control Room* will include three cameras, and the new digital switcher. The *B Control Room* will integrate two cameras into the Tricaster Live Studio switcher. Virtual news sets and green screen applications will make B-Control room into a VFX mini-studio.

Digital Media courses that would utilize the Video Studio-Lab are:

- Fundamentals of Video (DIGM 111)
- Internship (DIGM 390)
- Audiovisual Foundations (DIGM 102)
- Studio Production I (DIGM 260)
- Cinema & Film Techniques (DIGM 350)
- Studio Production II (DIGM 360)
- Communication Tools (DIGM 100)
- Foundations of Oral Communication (IGED 130)
- Broadcast Journalism
- TV Show Lab (DIGM 300-level)

Zettl Video Lab Workstations

The Zettl Video Lab is a computer-based, interactive program of a virtual video production studio. Students learn through demonstrations, guided practices, role-playing, and self-test, principles of camera, lighting, audio, switching, and editing. The program gives students an opportunity to see, hear, and practice skills taught in simulated studio and field environments. The Zettl Video Lab is ancillary program for Zettl's Television Production



Handbook and Workbook required in the Studio Production Courses. There are four Zettl Video Lab workstations located in the Video Studio-Lab.









Digital Media Courses that would utilize the Zettl Lab Workstations are:

- Fundamentals of Video (DIGM 111)
- Audiovisual Foundations (DIGM 102)
- Digital Editing (DIGM 202)
- Studio Production I (DIGM 260)
- Field Production I (DIGM 280)
- Cinema & Film Techniques (DIGM 350)
- Studio Production II (DIGM 360)
- Field Production II (DIGM 380)

Video Editing Suites

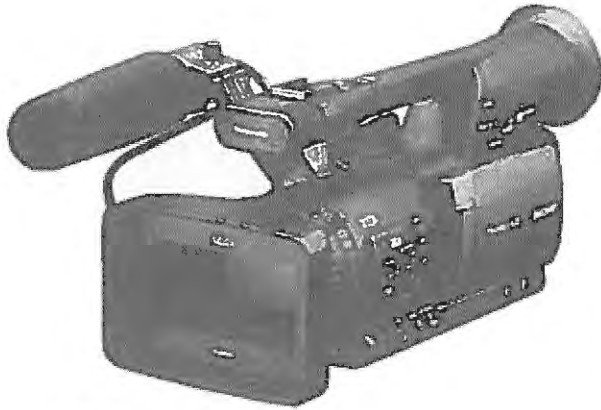
State-of-the-art editing hardware, and software applications are essential to complete any visual digital program. The current department has seven Final Cut edit suites located in Building 42. Working in conjunction with the university Technical Support, we plan to replace Final Cut with Adobe Creative Cloud. The applications included in the bundled program will better meet the production and educational needs for both video and journalism students.



	Photoshop CC Image editing and compositing.
	Illustrator CC Vector graphics and illustration.
	InDesign CC Page design, layout, and publishing.
	Dreamweaver CC Websites, app design, and coding.
	Adobe Premiere Pro CC Video production and editing.
	After Effects CC Cinematic visual effects and motion graphics.
	Acrobat XI Pro Create, edit and sign PDF documents and forms.
	Adobe Muse CC Website design without coding.

Courses in the Digital Media Department that would utilize the Edit Suites are:

Digital Editing (DIGM 202)
Field Production I (DIGM 280)
Cinema & Film Techniques (DIGM 350)
Field Production II (DIGM 380)
Internship (DIGM 390)
Broadcast Journalism (DIGM 300-level)
Web Journalism (DIGM 315)
TV Show Lab (DIGM 300-level)
News Reporting (DIGM 111)
Neighborhood Reporting
International Reporting
Political Reporting
Sports Journalism



rentals.

Digital Media Courses that would utilize the Field Equipment are:

Fundamentals of Video (DIGM 111)
Audiovisual Foundations (DIGM 102)
Field Production I (DIGM 280)
Cinema & Film Techniques (DIGM 350)
Field Production II (DIGM 380)
Communication Tools (DIGM 100)
Internship (DIGM 390)
Broadcast Journalism
Web Journalism (DIGM 315)
TV Show Lab (DIGM 300-level)
News Reporting
Neighborhood Reporting
International Reporting
Political Reporting
Sports Journalism

Multimedia Journalism Lab

The Multimedia Journalism Lab will function as a news hub where students will focus on creating multi-platform content to satisfy course requirements and external audiences.



Field Equipment

The expected student-to-camera ratio for upper-level courses should be approximately four students for each camera versus the national standard of six-to-one. This allows students more hands-on time with the portable equipment. The digital cameras are a mix of standard definition-tape, and hi-definition-tape less. Tripods, wireless mics, boom mics, portable mic mixers, headphones, and light kits are available for short-term loan-outs. With this inventory, students produce films, news web installments each semester without the added cost of equipment



Broadcast Journalism
Web Journalism (DIGM 315)
Publication Lab (DIGM 300 level)
TV Show Lab (DIGM 300-level)
News Reporting
Neighborhood Reporting
International Reporting
Political Reporting
Sports Journalism

The new Digital Media BA program will aggressively pursue the funding and creation of portable news hubs and the inception and execution of a 24-hour news data stream for use on the Van Ness Campus with a long-term plan to occupy a small studio space in the new Student Building with a direct connection back to both the Journalism Lab in Building 42 and the Production Studio in Building 38.

(11) Estimated costs, available funds and probable funding sources.

Full estimation of costs is still under review. The Technology Fee (\$50 per semester) and the Lab Fee (\$50 per course) should be adequate for online resources. An additional fee may be required for Adobe Creative Cloud. Working in the Division of Arts & Humanities, the Digital Media program faculty will work to secure grant-funded sources of support. Additional resources may be required.

(12) Adequacy of supportive library and technical resources.

The development of the Digital Media BA program will be done in close collaboration with the UDC Research Academy for Integrated Learning (RAIL). UDC RAIL will oversee the quality review for online and hybrid courses as well as provide additional course design assistance. Additional resources may be required.

The online research pages and specialized search functions, for both written content and photos/audio and moving images, will be done in conjunction with the UDC Learning Resources Division (LRD) in accordance with the existing protocols for research and reference. Additional resources may be required.

D. If the proposal is for program change(s) or deletion(s), the following information should be provided in addition to relevant items required in item C above.

1. The number of students served during the past 4 academic years, itemized by semester (include graduates, majors, non-majors in courses, etc.)
2. Rationale for proposal.
3. Probable impact on unit.
4. Faculty and staff affected.

As the Mass Media BA program was officially terminated by the Board of Trustees, this proposal for the new Digital Media BA is neither a change nor a deletion, but instead a new program proposal. However the preceding Mass Media BA program served approximately 90-110 students over the past four academic years (approximately 15-20 students per cohort). The rationale for this proposal is to update student learning outcomes, refresh some outdated pedagogy and add new courses targeted for specific digital skills and careers in multi-platform journalism and film production. The unit will evolve with the new courses. The faculty and staff will remain, but will require some new training, certification in online teaching and refresh orientation for the new production studio equipment.

E. Proposed date of implementation.

Spring 2015 — begin new Digital Media BA curriculum, begin new Journalism, Video & Film concentrations, begin Communication Management minor, open registration/admission

Fall 2014-Spring 2017 — “teach out” for Mass Media BA students, cross-listing of courses between previous Mass Media BA and new Digital Media BA

Fall 2016-Spring 2017 — final course-substitutions for Digital Media BA students, end cross-listing courses, begin Strategic Communication concentration

Fall 2017 — end Mass Media BA matriculation, all students into Digital Media BA

Attachments:

external

UDC Registrar data
UDC IRAP data
UDC *Vision 2020* Strategic Plan excerpts
US Dept. of Labor BLS data
DC Mayor's *Creative Action Agenda* excerpts

internal

Draft Program Objectives
Draft Student Learning Outcomes
Draft Matrices of SLOs across curriculum
Draft Syllabi for BA Core Requirement Courses
Draft Syllabi for Journalism and Video & Film Concentration Courses

Citations & Links:

- Choo, M. and Auger, G. *Exploring Determinants of Relationship Quality between Students and Their Academic Department: Perceived Relationship Investment, Student Empowerment, and Student-Faculty Interaction.* (2013) "Journalism & Mass Communication Editor" 68-3 (Sep 2013) 255-283.
- Ferrier, M. *Media Entrepreneurship: Curriculum Development and Faculty Perceptions of What Students Should Know.* (2013) "Journalism & Mass Communication Editor" 68-3 (Sep 2013) 255-283.
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- Jenkins, H. "From New Media Literacies to New Media Expertise" (2013) in Fraser, P and Wardel, J. (2013) *Current Perspectives in Media Education: Beyond the Manifesto.* (London: Palgrave Macmillan).
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- Keegan, H. (2013) *Emerging Pedagogies.* in Fraser, P and Wardel, J. (2013) *Current Perspectives in Media Education: Beyond the Manifesto.* (London: Palgrave Macmillan).
- Murray, M. (1992) "The Basic Course in Mass Communication". in Murray, M and Ferri J. (1992) *Teaching Mass Communication.* (New York: Praeger Pub.)
- Switzer, J. and Switzer R. (2013) *The Myth of the Tech-Savvy Student: The Role of Media Educators in a Web 2.0 World.* "Journal of Media Education" 4-4 (Oct 2013) 15-27.
- Thompson, D. *Digital Communications: A Modular Approach to Curriculum.* (2013) "Journalism & Mass Communication Editor" 50-3 (Oct 1995) 35-40.
- Tanner, R. *The Myth of the Tech-Savvy Student.* (2011) "The Chronicle of Higher Education" 58-12 (Nov 2011).
- Williams, C. *Just In Time Instruction: A New Model for Film Pedagogy.* (2013) "Journal of Media Education" 5-1 (Jan 2014) 32-34.
- <http://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHTML>
<http://www.prssa.org/about/Certification/CEPR2011B2.pdf>
<https://www.natcom.org/assessmentresources/>
<https://www.qualitymatters.org/rubric>
- <http://www.commpred.org/theprofessionalbond/certification.php>
https://www.academia.edu/5656026/NCA_Program_Review_Standards
- Poynter Institute, Core Skills for the Future of Journalism report, April 2014
Poynter Institute, Core Skills for the Future of Journalism report, April 2014
2012 Annual Survey of Journalism & Mass Communication Enrollments,
Tudor Vlad, Lee B. Becker, Holly Simpson, Konrad Kalpen
James M. Cox Jr. Center for International Mass Communication Training and Research, Grady College of Journalism & Mass Communication, University of Georgia

On professional and academic use of the terms "Communication" versus "Communications"

<http://blogs.fox.com/academic-communication-terminology-clarification-terminology-communication-communication/>